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ABSTRACT

The third annual evaluation report of the North Dakota Advisory Council for Vocational Education is developed in four phases: (1) recommendations incorporating the rationale for resulting recommendations to the State Board for Vocational Education, (2) evaluation of the State goals and priorities (Goal I), (3) serving people and their needs (Goal II), and (4) assessment of Goal III, the extent to which Council recommendations for the previous year have been accomplished. The Council found that North Dakota's vocational education programs were realistic and progressing toward an effective system. Every 1972 goal had been met or exceeded. Recommendations for 1973 included certification requirements for school administrators and guidance personnel, continuation of the career education concept, encouragement of student organizations in vocational education, establishment of a comprehensive vocational education evaluation plan, and development of comprehensive multi-district vocational programs. (MF)



ED 075669



ANNUAL REPORT

**North Dakota State Advisory Council
for Vocational Education**

December 1972

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November 17, 1972

WINSTON H. DOYLE
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State Board for Vocational Education
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Gentlemen:

The North Dakota Advisory Council for Vocational Education is pleased to submit our Third Annual Evaluation Report and recommendations for improvement of Vocational Education in North Dakota.

The Council must express a feeling of pride in reviewing the noticeable progress being made. However, the recommendations are based on the need for continued emphasis in certain areas and are submitted to the State Board for Vocational Education to whom the consideration and task of implementation is designated.

The report is transmitted annually to the U. S. Commissioner with reaction and comments from the State Board for Vocational Education.

Sincerely,



Mrs. Ray Miller
Chairman

MRM:lr

FOREWORD

The 1972 Annual Evaluation Report of the North Dakota Advisory Council for Vocational Education is submitted to satisfy part of the Council's Federal requirement under P.L. 90-576 to evaluate the progress of Vocational programs, services and activities in North Dakota.

The 1972 Evaluation Report, content and format, is developed in compliance with guidelines set forth in "Goals and Recommendations for State Advisory Council Evaluation Report," provided by the U. S. Department of Health, Education and Welfare. The Report is developed in four phases.

PHASE I - These recommendations incorporate the rationale for resulting recommendations to the State Board for Vocational Education.

PHASE II - deals with Goal I: Evaluation of State Goals and Priorities.

PHASE III - concerns Goal II: Serving People and Their Needs.

PHASE IV - involves Goal III: Extent to Which Council Recommendations Have Received Due Consideration. The accomplishments as a result of the 1971 Evaluation Report are presented. The recommendations of the Master Plan Committee of 1968, stressing 78 different points for consideration by the State Board for Vocational Education, the State Legislature, and other concerned groups are included as supplementary material. The assessment as to how each of these recommendations have been dealt with is a progress report of Vocational Education in North Dakota over the past four years.

APPENDIX A - is a report requested by Governor William L. Guy and outlines the functions, responsibilities and accomplishments of the Council since it was established.

APPENDIX B - deals with questions raised at the Third Annual Forum on Vocational Education. The Council is mandated to hold one public hearing on Vocational Education each year.

APPENDIX C - outlines the organizational pattern of Vocational Education in North Dakota and should be of interest to citizens concerned with Vocational Education in our State.

In summary, the Council is pleased to find that the State Department for Vocational Education, together with the State Board for Vocational Education, is moving strongly toward a coordinated, comprehensive and effective system of Vocational Education in North Dakota.

It is the sincere desire of the Council that the recommendations in this evaluation will strengthen and support the efforts already underway and serve as a basis for further accomplishment in the future.

Mrs. Ray Miller, Chairman
Winston H. Dolve, Executive Secretary

RECOMMENDATIONS FOR 1973

During fiscal year 1972, the State Advisory Council held five meetings. Vocational Education - its quality and comprehensiveness - was the prime topic at each meeting. The following problems, with recommendations for each, are presented for consideration.

I. Certification Requirements for School Administrators and Guidance Personnel

Courses in the Philosophy and Administration of Vocational Education are available in the institutions of higher education that offer preparatory courses for school administrators and guidance personnel. Perhaps such courses should be a requirement for certification of school administrators and guidance personnel.

RECOMMENDATION

Existing criteria for certification of school administrators and guidance personnel is focused on educational training and the obtaining of advanced degrees. The Council recommends to the State Board for Vocational Education that they request the State Department of Public Instruction to include courses in the Philosophy and Administration of Vocational Education as a requisite for certification.

2. Career Education

The concept of Career Education K thru 14 offers an excellent method of providing instruction on career planning and decision making into the instructional program of the school. Special exemplary programs in Career Education have been funded by the State Board for Vocational Education. Involved in the implementation of this program are the State Board for Vocational Education, The State Department of Public Instruction and the Board of Higher Education.

RECOMMENDATION

The Council supports the concept of Career Education and recognizes that educational agencies must cooperate in the support and the implementation of the program at all levels. The Council recommends that the State Board for Vocational Education continue its leadership developing the concept of Career Education, and the Council further recommends that the State Board for Vocational Education seek the cooperation of the State Department of Public Instruction and the Board of Higher Education in pursuit of this effort.

3. Endorsing and Encouraging Student Organizations in Vocational Education

Vocational student representatives have been good ambassadors for their respective organizations and have personified the benefits gained from that participation. At the present time in North Dakota, Vocational Student Organizations are the Future Farmers of America (FFA), Future Homemakers of America (FHA), Distributive Education Clubs in America (DECA), and Future Business Leaders of America (FBLA). The Council wholeheartedly supports the Vocational Student Organizations as evidenced by passage of the Resolution Endorsing and Encouraging Student Organizations in Vocational Education. (page - 3).

RECOMMENDATION

The Council recommends that student activities be incorporated in all vocational programs as an integral part of the course of instruction. In addition, consideration should be given to the establishment of Vocational Industrial Clubs of America (VICA).

4. Evaluation

North Dakota is moving steadily towards the objective of providing vocational training for all citizens who need it and can benefit from it. Although there is strong evidence of progress, the Council feels that more direction should be given to establish a sound system of evaluating existing programs of Vocational Education as well as other programs designed to prepare persons for the world of work.

RECOMMENDATION

The Council recommends the establishment of a comprehensive evaluation plan to be carried out in 1973 to evaluate vocational programs, state, area and local, on the basis of how adequately they are achieving their aims and objectives.

• Multi-district Initiatives

Many North Dakota high school students who attend high schools do not have the opportunity to enroll in comprehensive programs of vocational education. These students should have the right to quality vocational education in which they may discover and develop occupational competencies.

RECOMMENDATION

The Council recommends that the State Board for Vocational Education be designated as the administrative and fiscal agency for Title X, Part B, of the Education Amendments of 1972, and for comprehensive vocational education offerings that are meaningful, challenging, relevant and accessible for all youth and adults in rural areas through attendance centers for vocational education. It is further recommended that school districts enter into cooperative multi-district efforts to provide this method of vocational education.

6. Education Amendments 1972

The Education Amendments of 1972 (PL 92-318) is an omnibus Education Act consisting of legislation extending certain existing laws involving Vocational Education, Elementary and Secondary Education, Higher Education and general provisions. PL 92-318 includes at least two sections that are of special concern to the Council.

Title X, Part B, refers specifically to occupational education and provides for an administrative and fiscal agency to be created, or designation of an existing State agency under the laws of the State. Title X, Part L, provides that a Planning Commission be established, or an existing State agency, meeting the qualifications to be designated by such agency. In addition we would like to present the following supporting facts:

- a. The present State Board is already involved and knowledgeable concerning the planning and administration of postsecondary programs in North Dakota.
- b. The present State Board already has the recognized expertise and competent State Staff to carry out the necessary planning anticipated in this act.
- c. The present State Board through the Advisory Council is, and has been, responsive to the needs of postsecondary education in North Dakota, as is required in the act.

RECOMMENDATION

The Council recommends that the State Board for Vocational Education be designated as the administrative and fiscal agency for Title X, Part B, of the Education Amendments of 1972. The Council further recommends that vocational education be equally represented on the Planning commission.

NORTH DAKOTA STATE ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

RESOLUTION ENCOURAGING AND ENHANCING
YOUTH ORGANIZATIONS IN VOCATIONAL EDUCATION

WHEREAS school sponsored Vocational Youth organizations enhance the instructional program, provide opportunities for the development of leadership abilities, motivate youth for self-improvement, afford opportunities for members to participate in community improvement, and develop a sense of civic responsibility; and

WHEREAS these aspects of human development, combined with the individualized skill attainment available in Vocational Education, provide youth with the essential preparation for entry into their chosen vocation; and

WHEREAS the program of awards and competitive activities for members are designed to complement instructional objectives and to motivate student interest and attainment; and

WHEREAS these activities tend to establish desirable attitudes held in high esteem by potential employers: Now, therefore, be it

RESOLVED, that the North Dakota State Advisory Council for Vocational Education encourages the State Board for Vocational Education to endorse the following guidelines in relationship to those Vocational Youth Organizations operating in the public schools of North Dakota for the purpose of improving and extending services of vocational youth club activities; and be it

FURTHER RESOLVED that the State Board for Vocational Education direct the State Director of Vocational Education to inform school districts of the State Board for Vocational Education's endorsement of these guidelines for improving and extending vocational youth club activities;

Vocational Youth organizations shall be encouraged as an integral part of vocational education instructional programs in public schools for the purpose of complementing and enriching instruction.

Local educational leaders shall be encouraged to evaluate youth organizations at regular intervals to determine the degree of achievement of program objectives.

Supervisors of each vocational service shall be responsible to provide effective leadership for their affiliated youth groups on the state level.

A close working relationship shall be encouraged with the various vocational youth organizations and with youth and adult organizations outside of the vocational education field.

Teacher educators shall be encouraged to provide instruction in the philosophy, techniques, and operation of vocational youth organizations.

Adopted August 17, 1972

the State Vocational Education Program. The Council feels that the State Vocational Education Program is still on target in terms of the needs of the students and communities and society in general. The State Auditor can also feel that this is the only realistic way to serve the educational needs.

While there may be some individual misinterpretation depending on individual concerns of the members, the present State Council feels that there has been a wise choice made in the method by which Vocational Education funds were spent. Without exception, every North Dakota Vocational Education program has shown an increase in the number of students served. This indicates that the State staff is still on target in terms of student needs. Students are taking advantage of the increased offerings that are available. *What they didn't do was to take all the money and just have opportunities.*

The Council feels that the first objective of the State Vocational Education Program should be to serve the needs of students. Employment opportunities should, of course, be considered. In North Dakota, however, there are not enough employment opportunities to absorb all the students completing their education. Employment opportunities in the state cannot be the important factor that it is in other areas.

- What kind of programs do you feel are needed in North Dakota?
- How important is it to have vocational education available to all students by the time they graduate from high school?
- What kind of post secondary educational opportunities are available in your state?
- Two specific population groups which must be given special goals in the State Plan are the returning veterans and the school dropout. Many of these individuals are finding service in the post secondary and adult programs, however. We recommend that the adult education program must be prepared to serve those segments whenever possible. Increased emphasis might be given to returning veterans in the adult programs.
- Were they relatively appropriate to the major needs of the segment in the state?

The goals of the 1972 State Plan in North Dakota do take into account other activities in the state. In determining needed programs, the State Plan considers private school offerings. This is especially true in the field of office education where there are several private schools in the state serving the needs of many students. Directories of Vocational Education offerings published by the State Office contain private school offerings. At times students are referred to private schools by the State Office.

Industry is involved in North Dakota's Vocational Education Programs in a couple of ways. First, many businesses in the state are involved in cooperative education programs. Infor-

mation received from those businesses who participate is valuable in determining needs from the standpoint of an employer. Secondly, each local program has businessmen serving on local advisory committees. As near as can be determined, these local advisory committees are active and a valuable part of the local vocational programs.

2. Were procedures set forth to accomplish each stated goal?

Procedures for accomplishing goals and priorities are spelled out well in the State Plan. The plan points out the responsibilities of each group involved in each program. The local school systems and the State Board for Vocational Education have their positions well outlined.

3. To what extent were the state goals met during the year and to what extent does this represent an improvement over last year?

In reviewing the 1972 State Plan and looking at the final reports, it is obvious that every goal has been met or exceeded. This, the State Advisory Council thinks, is commendable. When comparing the number of students served in 1972 as compared to 1971, we feel real progress has been made. The following table indicates the improvements by program area.

NUMBER OF STUDENTS SERVED IN
NORTH DAKOTA VOCATIONAL EDUCATION
PROGRAMS, 1971-1972

	<u>1971</u>	<u>1972</u>	<u>Change</u>
<i>Disadvantaged</i>	5,377	8,010	+2,633
<i>Handicapped</i>	774	884	+ 110
<i>Secondary</i>	16,470	20,062	+3,592
<i>Post Secondary</i>	4,117	4,307	+ 190
<i>Adult</i>	5,612	8,263	+2,651
<i>Cooperative</i>	983	1,218	+ 235
<i>TOTAL</i>	<u>33,333</u>	<u>42,744</u>	<u>+9,411</u>

One goal of the 1972 State Plan was to reach 22 percent of the students of secondary school age with vocational programs. The goal for 1976 was 22 percent. With 50,596 students in the state and 10,971 of them being reached, a percentage of 21.7, the 1976 goal was nearly reached in 1972.

While the Vocational Education Program in North Dakota is not perfect and its goals are considerably short of the ideal, they are realistic in terms of what is possible. Great progress continues. The State Board for Vocational Education and the State Staff should be commended for their efforts.

GOAL II: SERVING PEOPLE AND THEIR NEEDS

Frank Fischer, Chairman

James Fine

Robert L. Cartwright

John A. Gefroh, Jr.

Elsie M. Olsen

Martin N. Gronvold

Michael Zainhofsky

1. Are valid data available for planning purposes (i.e., manpower needs, job opportunities, and employer needs)?

There are data available as to total labor force by eight - ten broad areas (manufacturing, retail, etc.). This is not sufficient for good planning. We need a breakdown by occupation or at least by occupational clusters. (i.e. - How many draftsmen do we have? etc.).

The occupational information is needed by district or regional basis so local schools would have this information for use in the annual and long range plan required by the State Board for Vocational Education. This information is needed in determining the reimbursement formula.

The characteristics of job applicants will be registered in the Employment Security Bureau's Applicant Data System by the first of the year. All agencies that deal with Manpower Training should be aware of the fact that the Applicant Data System will be available in the near future.

2. To what extent is there coordination of training opportunities among agencies?

Coordination is accomplished through inter-agency conferences and general visits. The Governor's Manpower Council made up of membership from the various agencies serves a coordinating and planning

function. One example of inter-agency coordination is the liaison committee between the Department of Public Instruction and State Department for Vocational Education. Three staff members from each agency serve on the committee which meets the 4th Monday of each month.

Agencies within North Dakota have acted very closely but cannot go further until federal legislation reform has been made. North Dakota has a considerably high degree of integration.

3. To what extent is there coordination and articulation among secondary, post-secondary and adult education agencies?

Coordination at this level has improved considerably. There are many instances of secondary and post-secondary institutions sharing facilities, instructors, etc. Several curriculum projects have been conducted to develop curriculum that assures articulation between the levels.

4. To what extent do educational institutions assure job placement of graduates?

Some educational institutions are slow to recognize their responsibility in job placement and follow-up of graduates. Efforts are being increased at the post-secondary institutions. A project has been funded with Part C funds that directs itself to the development of a placement and follow-up model. This is being conducted in the Bismarck School District.

5. To what extent is Vocational Education involved in total manpower development programs of the State?

and planned expansion and realignment of vocational education. It further projected that the vocational outcome would never be greater than the needs. Other community training centers project an output of 2620 or 41 percent of the needs. It is felt a great need for Vocational Education to increase its role particularly in the secondary. It is the conclusion of Council that industry centers should be involved in the development of the vocational programs while the operation of fundamental occupational training programs remain with the schools.

6. To what extent are Vocational Education opportunities available to all people at the secondary, postsecondary, and adult levels? The increases in number of programs and enrollees continually indicate that Vocational Education is becoming available to more persons. The expansion of post-secondary programs both geographically and in numbers has increased the opportunities at this level. The students in the smaller high schools of the state still remain deprived of vocational training opportunities.
7. To what extent is Career Education provided in all elementary and middle grade pupils?

A Career Education model (K-12) is being developed and field tested in the Bismarck District. It is essential that information gained from this program be disseminated statewide as soon as possible. Implementation of the program will make available Career Education to all students - elementary through senior high. It is estimated that about 5,500 elementary and 2,500 junior high students are provided Career Education under this

TABLE 1 - EDUCATIONAL AND VOCATIONAL PLACEMENT OF HIGH SCHOOL GRADUATES
TEN YEARS OUT FROM HIGH SCHOOL AS OF THE EXCUSE DATE, APRIL 1, 1971
BY TYPE OF SCHOOLS IN THE STATE.

THE STUDY HIGHLIGHTED THE NEED FOR TECHNICAL TRAINING AND THE DESIRABILITY OF MORE PLACEMENT OPPORTUNITIES.

The placement reports of students completing vocational training, particularly at the post-secondary level, indicated that the programs have indeed met their needs. Seventy percent of the postsecondary graduates in 1971 were employed full time according to the eighteen-month follow-up study. Graduates continuing education in vocational technical programs were 4 percent, continuing education in college or bachelors programs were 4 percent, unemployed were 1 percent, status unknown were 14 percent and not available for placement were 4 percent.

The marked increase in vocational enrollment seems to indicate that the students are aware of the need for technical training in order to secure a job.

**GOAL III: EXTENT TO WHICH COUNCIL RECOMMENDATIONS
HAVE RECEIVED DUE CONSIDERATION**

James Horton, Chairman
George E. DeSautel Everette Mattson
Treadwell Haugen Mrs. Ray Miller
Gordon A. Irwin John L. Rowe

- I. Council's recommendations from the 1971 Evaluation Report and action resulting from each of these recommendations.

RECOMMENDATION NO. I

"The Council is concerned about the low percentage of population from ages 16-64 that are being served by the adult education programs in North Dakota. The State Board for Vocational Education is encouraged to upgrade existing programs and promote additional programs to meet the North Dakota citizens' needs according to employment opportunities and manpower demands. It is further recommended that the State Board for Vocational Education take action to have the funding and operation authority for Adult Basic Education program under the Division of Continuing Education, located on the campus of the University of North Dakota transferred to the State Board for Vocational Education."

The State Board's action in regard to this recommendation includes expanded offerings and new programs at the post-secondary level serving 363 additional students. The adult programs have been expanded and new courses added. An estimated 6,744 adults will be served in 1973. This reflects an increase of 1,132 persons over fiscal year 1971.

Increased attention has been given to vocational guidance services that will better inform potential students of the post-secondary programs. A traveling workshop for thirty-five high school counselors to visit each of the four post-secondary area vocational schools was conducted during the summer of 1972. A brochure describing the post-secondary vocational offerings has been published and disseminated statewide. A directory of vocational training opportunities in North Dakota will be updated and distributed throughout North Dakota.

The adult programs are receiving increased emphasis on better serving the disadvantaged. Apprenticeship programs are being expanded and a new statewide firemanship program is being planned. The farm management training program for veterans was initiated during the year. The adult "consumers-in-the-know" program is being expanded to additional areas of the state. Special adult programs are being planned for disadvantaged including programs at Mandaree, Solen, and [redacted]. Adult offerings in each of the program areas are being increased.

There has been no action taken in regard to the Adult Basic Education Unit being transferred to the State Board for Vocational Education.

RECOMMENDATION NO. 2

"Federal guidelines place restrictions upon the State Board for Vocational Education in solving problems concerned with disadvantaged and handicapped students. The State Board for Vocational Education needs more flexibility in methods of serving the disadvantaged and handicapped. It is recommended that the State Board encourage congressional action to have these federal restrictions modified so that they can serve the disadvantaged and handicapped according to the needs of rural North Dakota."

A recent memorandum from the U. S. Office of Education reflects a report of classification system of categories for the disadvantaged and handicapped. This report clearly identifies congressional intent for the set-aside provisions of Part B of the Act. These funds are to be used for persons who have disadvantages or handicaps which prevent them from succeeding in regular programs designed for the normal or average person. It is the State's concern that it is most difficult to serve the disadvantaged in regular programs as long as there is an absence of Federal or State/local funds to initiate programs for our rural areas. How can we serve disadvantaged students in a regular vocational program if such programs do not exist? Per-

sons should be classified as disadvantaged because of poverty, neglect, delinquency, race, or other similar reason(s). The memorandum clearly states the intent of Congress is not to use these funds to treat the cause but rather to provide supportive services to treat the effect. For example, many persons can perform such work in vocational Education programs even though they are poor, neglected, member of a minority group, etc. However, if the cause for being disadvantaged is neglect, and such neglect effects an unacceptable behavior pattern or learning disability, the additional cost of a supportive or remedial service can be funded from the set-aside portion of Part B. At the same time, however, if a student has been identified as American Indian and if the cause (Indian) does not deter or prevent this person from succeeding in an existing regular vocational program, that program cannot be supported by Part B set-asides. We believe the local educational agencies have interpreted (in the absence of guidelines) that once you have identified the majority of students as disadvantaged, they (local educational agency) are eligible for increased funding under the set-aside provisions. Unless special services are provided, the State will take the position that these programs will not be eligible and that only the special services provided to treat the effect will be funded by the set-asides.

RECOMMENDATION NO. 3

"The Council recommends that the disadvantaged and handicapped students be served in regular, on-going programs wherever possible."

As a result of additional clarification, the State Board for Vocational Education will encourage local educational agencies to provide supportive services for the disadvantaged persons in regular, on-going programs.

The question still exists as to what happens to the disadvantaged persons in communities which cannot support a regular Vocational Education program.

RECOMMENDATION . . . 4

"Job placement services for Vocational Education students on the secondary level are generally inadequate. It is recommended that the State Board for Vocational Education encourage schools which operate Vocational Education programs to upgrade student placement in jobs and work stations."

The action taken in regard to this recommendation includes:

- a. Continued development of the Intensive Guidance component of the statewide exemplary program which includes placement and follow-up activities.
 - b. Funding of a research and development project in the Bismarck School District (June 1, 1972-August 25, 1973) that will deal specifically with placement activities. A person will be employed to work in the school system to develop a model program that eventually will be shared statewide.
 - c. The employment of a full-time Supervisor of Vocational Guidance has increased the assistance to local schools in developing and improving placement activities.
 - d. Increased expansion of the cooperative work experience programs will enhance the job placement of more students.
2. The following information (Blue Paper, pages 16-31) was presented as a follow-up report to the Master Plan Committee as a part of the Vocational Education Week Activities February 13-19, 1972. The recommendations of the Master Plan Committee were presented to the State Board for Vocational Education. The State Director and Assistant State Director for Vocational Education provided the following progress report to the recommendations. Nine of the Council members were members of the Master Plan Committee.

MASTER PLAN COMMITTEE RECOMMENDATION

Recommendation #1

RECOMMENDATION #1 - The State Board for Vocational Education should recommend to the State Board of Higher Education that institutions of higher learning should offer a course in the philosophy of vocational education at the undergraduate and graduate levels for potential administrators and guidance personnel and that such a course include the World of Work.

Commissioner Raschke met with the State Board for Vocational Education shortly after the Master Plan recommendations were submitted to the Board to discuss this recommendation. UND has initiated a program in Dr. Rowe's department offering a Philosophy of Vocational Education in which administrators and I believe guidance personnel may enroll. There is a great deal of activity at the present time in implementing the world-of-work concept into the teacher education programs.

Recommendation #2 - The State Board for Vocational Education should promote inservice education for teachers, counselors and administrators.

Included in the inservice education for teachers, counselors, and administrators are:

- a. All-service summer conference (explained).
- b. A summer seminar for counselors at NDSU.
- c. Counselors workshop conducted at Dunwoody Institute, Minneapolis, a limited number of administrators attended this workshop.
- d. A traveling week-long workshop for counselors will be conducted this summer. They will visit each of the four post-secondary institutions offering a comprehensive vocational program.
- e. The State Board has conducted a two-day workshop on vocational education for secondary principals.
- f. We will be participating in the elementary principals' conference again this year.

Recommendation #3 - The State Board for Vocational Education should prepare guidelines concerning minimum essentials for program operation in each service of vocational education.

A manual or guide is presently being prepared by the State Board staff that will include information referred to in this recommendation.

Recommendation #4 - Minimum requirements for a Regular Certificate (vocational education teacher) should include (a) evidence of adequate experience in the area in which he is to teach (b) evidence of satisfactory completion of minimum requirements

established by the State certification authorities.

The State Plan for Vocational now includes the minimum requirements as contained in this recommendation. Present State Law requires a degree in each of the vocational services except trade and industrial, technical & health. This applies to the secondary level. The law also requires that the teacher be teaching in the major or minor subjects. However, we require wage-earning experience above the degree.

Recommendation #5 - Minimum requirements for a Provisional Certificate should include

- (a) not less than three years trade experience in the area in which he is to teach
- (b) completion of not less than one quarter credit of instructor education and orientation
- (c) minimum of three quarter credits of approved vocational teacher training courses annually for renewal
- (d) such a certificate to be renewable annually for a maximum of five years.

This recommendation is included in the State Plan. These requirements apply to the Trade and Industrial, Technical & Health. Non-degree persons are eligible for certification under this provision.

Recommendation #6 - There should be established a Vocational Teacher Permit designed for persons whose main vocation is not teaching. Minimum essentials would be (a) three years experience in a wage earning capacity in an area in which he will teach

- (b) demonstrated skill proficiency
- (c) demonstrated ability in communication skills.

We have not established a Vocational Teacher Permit. It has not been necessary up to the present time. Also, I believe an amendment in existing State Law will be necessary before such a permit would be possible in the vocational areas requiring a degree to teach at the high school level.

Recommendation #7 - The State Board for Vocational Education and the State Department of Public Instruction should prepare and distribute materials concerning policy and procedures for vocational teacher certification.

The manual or guide referred to earlier will contain specific policies and procedures for vocational teacher certification. This will be developed in cooperation with the Department of Public Instruction. We now have individual service "handouts" that contain the information. We do discuss teacher certification with Mr. Ray Bangs, Department of Public Instruction.

Recommendation #8 - The State Board for Vocational Education should promote reciprocity with other states in vocational teacher education as well as cooperation between institutions of higher education with the State.

A formal agreement of reciprocity with other states has not been developed.

However, there is a great amount of activity nationally in this area. The State Plan does contain an agreement that may be used for this purpose when appropriate.

It appears that cooperation between institutions of higher education within the State is becoming greater.

Recommendation #9 - A Vocational Teacher Training Department should be established at the State School of Science but not including vocational agriculture, vocational home economics, distributive education or office education.

A full-time teacher educator for the trade, industrial, technical and health services has been employed by the State School of Science. This person's salary and travel are funded totally by the State Board for Vocational Education. (Explained concept of providing teacher education in various locations throughout the State. Taking courses to the people. Last year 19 courses were conducted - 334 persons were served.)

Recommendation #10 - The State Board for Vocational Education should coordinate the promotion, encouragement and financing of the recruitment of vocational teachers.

The State Board staff has provided liaison services for schools in need of vocational instructors. (Contacted prospective teachers-- informed local administrators of instructors seeking positions-- worked closely with teacher educators in placement activities.) We have not provided direct financing in the recruitment of instructors as recommended.

Recommendation #11 - The State Board for Vocational Education should appoint a Director of Communications and Public Relations.

We have not been in a position to add a full-time director or coordinator of public relations. However, we have a staff member who serves in this capacity on a part-time basis. Don Erickson does an excellent job in this area. This recommendation and two or three recommendations Larry will discuss are closely related. Don's efforts will be discussed later.

Recommendation #12 - Standard forms for reimbursement, administration, justification and supervision should be reviewed and revised with intent to standardize and eliminate duplications.

The number of forms has been reduced substantially and standardized. I believe there were approximately 76 forms being used when this recommendation was made. We now utilize only a limited number of forms. Explained: (a) Program Justification (b) Claim.

We do continue to utilize certain individual service reporting forms, but are attempting to reduce these to a very minimum.

Recommendation #13 - The research coordinator should be charged with the responsibility of recommending areas of employment possibilities and proposed programs.

The Research Coordinator is charged with the responsibility of providing manpower needs information to Larry who is in charge of planning. This information is used to develop the statistical portions of our State Plan, and is also considered by the review committee when reviewing program applications.

Recommendation #14 - A formula for the distribution of funds on the secondary and post-secondary levels should be developed.

The formula for distributing Part B funds has been developed. The present formula establishes a range of 40-60% reimbursement at the secondary level and 50-53% for the approved post-secondary regular programs.

Recommendation #15 - The State Board for Vocational Education should initiate, through the State Director, a state-wide network of vocational education programming to assure articulation between secondary and post-secondary programs and inter-relation between post-secondary programs in North Dakota.

There has been a great amount of effort devoted to vocational education programming between the secondary and post-secondary programs. In the trade and industrial education areas, such as electronics, auto mechanics, welding and so on, have met to discuss curriculum and articulation.

The successful inter-relation activities between the post-secondary programs has progressed very rapidly. This is due to regular meetings conducted by our office with the administrators of the post-secondary institutions involved in implementing H.B. 35 programs. Also, the State School of Science has provided excellent leadership in this effort. Recently a curriculum coordinating council of the two-year post-secondary institutions was formed. The purpose of this group is to coordinate the efforts of those institutions in an advisory capacity.

Recommendation #16 - The State Board for Vocational Education should adopt a policy of requiring the establishment of local or area vocational advisory committees.

This recommendation has been implemented. All program applications for implementing or continuing vocational offerings must contain proof of an active local advisory committee.

Recommendation #17 - A state-wide uniform non-resident tuition policy for all secondary vocational education students should be adopted.

This recommendation was considered when we established a rate to be charged by the secondary area schools for serving out-of-district students.

This charge was based upon the rate of 1/7th of the county average or district average whichever is less. (Referred to the term "tuition". Explained cost sharing concept.)

Recommendation #18 - The State Board for Vocational Education should be responsible for the administration of vocational education and should meet three times annually with the Board of Higher Education to discuss and plan vocational education for the state.

(Explained that meetings are being held between representatives of the two boards.)

Recommendation #19 - The State Board for Vocational Education should establish minimum qualifications and guidelines for administrators of vocational education programs.

(Explained local directors qualifications as contained in the State Plan.) (Explained job description required of each local director.)

Recommendation #20 - A plan to consolidate the efforts of cooperative teacher coordinators should be developed in order that this function could be performed by one person instead of one person for each subject matter area.

(Explained the experiment with one coordinator for all service areas at the local level.)

Recommendation #21 - Pre-vocational programs should be encouraged and should be reimbursed as soon as sufficient resources are available.

We feel pre-vocational programs are very important--especially as we become involved in the Career Development concept. (Explained the status of Industrial Arts as it relates to possible vocational funding.)

Recommendation #22 - Reimbursement of salaries for local directors of vocational education should be limited to those schools which conduct programs in at least five service areas of vocational education.

State Board for Vocational Education's policy is in accordance with this recommendation. Limited funds in this line item within our budget prevents us from reimbursing all schools now offering five service areas.

Recommendation #23 - School districts should join together to form a district with a large enough tax base and pupil enrollment to support sound vocational education programs in all five service areas.

We have been meeting with various districts who are exploring the possibility of joining together to provide vocational education.

Recommendation #24 - Transportation costs incurred in sending vocational pupils to other schools should be the obligation of the sending district.

We are not expending funds for transportation at the present time.

Recommendation #25 - The reimbursement formula for secondary programs which should be used and which complies with Federal requirements is presented in the chapter on finance.

(Discussed in recommendation #14)

Recommendation #26 - The State School of Science Trade and Technical programs should be expanded and strengthened.

The State School of Science programs have been expanded and strengthened on a very well planned basis. The funds being provided to the State School of Science by the State Board for Vocational Education have increased to approximately \$200,000 per year.

Recommendation #27 - A Trade and Technical school in the Western part of the State should be developed when it is needed.

The State Board for Vocational Education has not received a proposal for a vocational school in the western part of the State. However, when the need is justified the State Board will certainly consider this recommendation.

Recommendation #28 - State support for Junior Colleges should be paid on current enrollment.

Section 15-18-09, North Dakota Century Code, specifies the method of payment based on the past school year's enrollment. The legislation authorizes the institutions to verify attendance on or before July 1. We then verify the claim and submit a certified statement to the Director of Accounts and Purchases for payment. It appears to us the law must be amended before we can consider this recommendation.

Recommendation #29 - Existing adult vocational programs should continue to be financed with local, State and Federal funds.

Adult vocational programs are being financed with local, State and Federal funds. (Local funds are generally fees paid by students.)

We are reimbursing approved vocational adult programs at the rate of 50-75%.

Recommendation #30 - Self-financing of adult vocational education programs are feasible and should be promoted.

A self-supporting concept is generally being utilized by local school districts.

- a. Fees
- b. Financial assistance from the State Board for Vocational Education.

Recommendation #31 - An expanded use of facilities and equipment for adult vocational programs at all schools operating vocational programs should be encouraged.

We have increased our efforts in promoting adult vocational education programs.

- a. Although enrollment may have increased, still not adequate.
- b. This area has also been a concern of the State Advisory Council.

Recommendation #32 - Each school receiving vocational education funds should submit documented evidence of the need for those programs.

Schools and institutions are required to submit:

- a. Local manpower needs survey
- b. Annual and long-range plans to determine projected enrollments, vocational education needs, drop-out rate and unemployment. (Forms 1.5 and 1.6)

Recommendation #33 - There should be a systematic evaluation of all programs to include follow-up studies and employer interviews.

We experimented last year with an in-depth systematic evaluation involving our entire supervisory staff. This type of evaluation was completed in at least two schools. We are in the process of refining the system and will be evaluating additional schools this year. Involve business and industry. Have had requests from several schools for this type of evaluating.

Recommendation #34 - There is a definite need to initiate research in the area of attitudes (students, educators, employers, and citizens) regarding vocational education.

Study entitled "A Survey of Parents of North Dakota High School Students Who were Seniors in 1961" was funded by the RCU in 1961. Don Kenner is currently conducting survey of parents, teachers, and administrators in the State to determine attitudes towards vocational school concept and reason so few schools have participated in them.

(Explained reduction of funds.)

Recommendation #35 - The Nonpower survey (to determine employment needs) being conducted by the State Research Coordinator should be continued on a State-wide basis.

Employment Security Bureau has concluded coding of Occupational Opportunities Survey and has produced data comparing demand and supply projections for next five years for high demand occupations. Still awaiting further data from study. Need to determine method for continually updating information.

Recommendation #36 - The State Board for Vocational Education should provide in-service workshops designed to improve research and research implementation skills of teachers and supervisors.

Nothing has been done in this area to my knowledge.

Recommendation #37 - A systematic approach to the dissemination of research and research related information should be provided by the State Coordinator of Research.

We have initiated RCU Newsletter and Alert-O-Gram publications as well as having developed two brochures concerning the RCU and dissemination services to all educators in North Dakota, relying heavily upon the more than 4,000 documents pertaining to vocational education presently available in the ERIC system.

Concern we have is the very few instructors and administrators who take advantage of this service.

Recommendation #38 - Teacher training institutions in cooperation with State supervisors should implement research studies to determine the projected needs for vocational teachers and initiate a system for recruiting persons into training programs.

Vocational Agriculture has recruitment program through NDSU. Don Erickson feels it is very successful. Office Education has study conducted by UND on characteristics of Office Education Coordinators in the State.

Great effort should be made in this area in the near future.

Recommendation #39 - The supervisor of vocational guidance should be assigned the additional duty of coordinating an exchange of ideas and information between agencies with responsibilities in educational, social and vocational life of individuals.

No one individual assigned. Efforts have been made to coordinate all our services with other agencies. The Governors Manpower Council is an example. Our Career Development program has involved many agencies.

Recommendation #40 - A portion of the budget of the State Board for Vocational Education be allocated for the promotion and improvement of vocational counseling in North Dakota.

Budget supports a vocational guidance supervisor and materials. Budget Review Committee turned down request for \$231,000.00 last session.

Recommendation #41 - The counselor education departments at the State Universities should give serious thought to including vocational courses with more depth and variety of experiences and practicum in occupational counseling in their counselor training.

To our knowledge NDSU has developed a program that is vocationally oriented. Students placed in actual work roles for portion of training. At present we are not funding counselor education programs.

Recommendation #42 - The counselor education departments at the State Universities should consider expanding the curriculum to include refresher courses made readily available to present counselors for the purpose of upgrading their professional abilities in relation to the world of work.

To our knowledge NDSU has developed a program that is vocationally oriented. Students placed in actual work roles for portion of training. At the present we are not funding counselor education programs.

Recommendation #43 - A systematic follow-up program should be developed to evaluate counseling services. Follow-up should include persons who have not had counseling opportunities and/or who have dropped out of school.

Nothing has been done specifically in the counseling area. Some local schools are doing follow-up studies on their own.

Recommendation #44 - The North Dakota Employment Security Bureau in cooperation with other State agencies should develop and distribute occupational information to all organizations concerned with vocational guidance and libraries throughout the State.

This is being done, materials are being sent to counselors.

Recommendation #45 - The State Department of Public Instruction should provide a central clearinghouse for occupational information including training in the use of that information and should encourage all schools to purchase and use the Occupational Outlook Handbook.

This is being done. In cooperation with vocational guidance we purchased the Occupational Outlook Handbook-one copy per high school.

Recommendation #46 - A public information dissemination system should be developed and should use existing media to create an understanding and appreciation of the importance and dignity of employment in fields for which pre-employment training is based on vocational and technical education.

Partially completed. Vocational Education On the Air, Vocational Newsletter, six-one minute films.

Recommendation #47 - A public information coordinator should be in direct communication with the State Advisory Council for Vocational Education and should implement information programs directed toward prospective students, parents, teachers and the general public.

We do not have a public information director at present (legislature did not approve any new position). However, six films were developed in cooperation with the State Advisory Council. They are suitable for public service spots on T.V.

Recommendation #48 - A two-way system of receiving and sending public information should be developed to allow feed back to the State Board regarding program operation.

Not perfected but is in operation. Have had a public hearing the last two years, public meetings with school boards and superintendents and secondary school principals.

Recommendation #49 - New curricula in vocational agriculture which up-dates and expands current programs should be developed.

Has been started. Curriculum guide developed stressing off-farm occupations. Fargo-developing a model curriculum suitable for larger schools.

Recommendation #50 - Present programs of home economics supported by vocational funds should be studied and re-evaluated as to their application to the needs of the State.

Consumer and homemaking and occupational home economics programs have added semester offerings to better serve needs of young people enrolled. Consumer and homemaking funded at reduced rate.

Recommendation #51 - Programs in distributive education and office education should be evaluated and expanded with an emphasis on funding programs which provide opportunities for substantial numbers of students.

Office Education - 1970 - 48 secondary programs.
Office Education - 1970 - 7 post-secondary programs.
Office Education - 1971 - 52 secondary programs.
Office Education - 1971 - 6 post-secondary programs.
Distributive Education - 1970 - 12 secondary programs.
Distributive Education - 1970 - 4 post-secondary programs.
Distributive Education - 1971 - 15 secondary programs.
Distributive Education - 1971 - 5 post-secondary programs.

Recommendation #52 - There should be a substantial expansion of trade and industrial training opportunities and opportunities for training in health occupations for secondary school students.

T & I - 1970 - 6 schools - 632 students.
T & I - 1971 - 12 schools - 783 students
Health - 1970 - 2 schools - 41 students.
Health - 1971 - 3 schools - 118 students.

Recommendation #53 - The State Board for Vocational Education should take heed of the duplicatory nature and function of services which presently exist in the State.

This is being done by the State Board's review and approval of all programs. There is in existence a council on Vocational Education for the post-secondary level. (the four two year colleges and Commissioner Raschke and Carrol Burchinal) They review all new programs.

EMPLOYMENT

Programs

Training

Placement

EMPLOYMENT

Programs

Training

A part of the vocational education program should include training in placement of students in vocational areas. This should involve officials of the State Board of Education, the State Vocational Education Commission, and the State Employment Security Department.

Recommendation #2

The State Board of Education should encourage involvement of local offices of the Employment Security before they become aware of the need for vocational training so that funding can be made available to assist them in the development of programs which serve people rather than industry.

This is being made available at the Department of Employment Security in Washington.

Recommendation #3

Employment training and/or vocational programs should be developed in schools of industry, vocational schools, or separate and distinct centers of vocational education.

This is being made available at the Department of Employment Security in Jamestown and Cooperstown.

Recommendation #4

Joint intradistrict procedures should be developed in order that schools can share facilities and/or staff. Such programs should be financed on a cost sharing basis by State, Federal and participating school districts.

This is being made available at Erie and Dickinson Area Vocational Schools.

Recommendation #5

The State Board for Vocational Education should select a limited number of school districts who have building facilities and desire to expand exploratory vocational programs and should expand programs in these schools. All

levels should have equal opportunity to participate.

Have used State School of Science facilities last three summers. Model developed here, if funds available, will be taken to more schools.

Recommendation #60 - Existing facilities should be utilized when possible and when such facilities are determined by the State Board for Vocational Education to be adequate. When new facilities are necessary they should be designed for multi-use purposes.

This is being done. Vocational services are sharing facilities.

Recommendation #61 - Experimental mobile equipment units to travel between cooperating schools should be explored and should be fully financed by the State Board for Vocational Education and operating costs should be shared by the cooperating school districts.

This has not been done, has been studied, funds limiting factor.

Recommendation #62 - An advisory committee on new facilities at the post-secondary level should be established.

No special committee on facilities, council will study this.

Recommendation #63 - Any new facilities at the post-secondary level should be constructed only at existing post-secondary institutions.

No separate facilities have been built. House Bill 35 recognized those that went to existing institutions.

Recommendation #64 - The State Board for Vocational Education should continue to contract with private schools for short-term students.

MDTA utilizes private schools on individual referrals.

Recommendation #65 - The State Board for Vocational Education should pursue the availability of tests to be used as guides for advance placement of students in post-secondary schools. If tests are not available, the Board should take the necessary steps for the development of such tests.

Adult education methods are being developed. Some post-secondary programs presently recognize secondary level training.

Recommendation #66 - There should be continued communication with labor unions regarding placement of students, program review, evaluation and apprenticeship opportunities.

This is being done, their representatives serve on local advisory committees, state utilization, etc. We participate in support of apprentice programs.

Recommendation #67 - The State Board for Vocational Education should take a full inventory of all existing and potential facilities in terms of current and future needs.

This has not been completed.

Recommendation #68 - Adult vocational education programs should meet the needs of all students, including social and cultural needs and should facilitate entry into more advanced vocational and technical programs.

Adult programs have been expanded. There is a question mark on how much we have done to impact on social and cultural needs.

Recommendation #69 - Schools should be encouraged to become involved in student placement (job) activities.

There is a weakness of present schools except State School of Science. We have received a grant to employ a person to work exclusively on a placement model as part of the Career Development program.

Recommendation #70 - The State Board for Vocational Education should design forms and criteria for the local schools to report and identify persons with special needs.

This has been done in the past and is still being done.

Recommendation #71 - An advisory committee for special needs should be established by the State Board for Vocational Education.

We do not have this at the state level. Local programs are using advisory committees. Ad hoc committees are planned to identify areas that can serve smaller schools.

Recommendation #73 - The State Board for Vocational Education should employ a state supervisor to develop, coordinate and supervise special needs programs.

Do not have a full time person at this time, Reuben Guenther coordinates it now.

Recommendation #74 - At least three new programs for persons with special needs should be established during fiscal year 1970, and two additional programs during fiscal year 1971.

1970 four new programs and 1971 four new programs.

Recommendation #74 - At least two new vocational programs for the handicapped should be started during fiscal year 1970.

In 1970 two programs were started at Fargo and Barnes County in Valley City.

Recommendation #75 - Special emphasis should be given to programs for persons with special needs with particular emphasis on special staff, guidance, facilities, teaching methods and student identification.

Is being done. All programs are making efforts to serve many special needs (disadvantaged and handicapped) within regular programs.

Recommendation #76 - Existing facilities, wherever possible, should be utilized for special needs programs and new facilities should be constructed where needed.

Existing facilities are being utilized primarily. Some building plans include special education facilities.

Recommendation #77 - The State Board for Vocational Education should provide courses both pre-service and in-service for the training of vocational teachers in the area of the handicapped and disadvantaged students.

Pre-service courses include discussion on identification--more emphasis is needed. In-service--several workshops have been conducted--EPDA at NDSU. "All-Service" Conference last summer was devoted to better serving the disadvantaged.

Recommendation #78 - Vocational Educators should make known to all interested students the value of apprenticeship and the necessary pre-apprenticeship training, which will enable them to improve their skills and livelihood in industry and establish awareness of the opportunities in apprenticeship programs for men and women and correlate to vocational training.

This is done thru vocational guidance information and existing programs. Mr. DeSautel has been on several in-service programs.

NORTH DAKOTA STATE ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

REPORT TO GOVERNOR WILLIAM L. GUY

March 31, 1972

General Information

The State Advisory Council for Vocational Education has a membership of 21 people representing all facets of the general public interest. It is frequently referred to as the Governor's Council for Vocational Education because all council members have been appointed by Governor Guy. The Executive Secretary is appointed by the Council and his office is presently located on the campus of North Dakota State University, Fargo.

The Vocational Education Act of 1963, as amended in 1968, provides for the establishment and operation of the Council. It is 100% federally funded.

Functions and Responsibilities

Advise the North Dakota State Board for Vocational Education on the development of and policy matters arising in the administration of the North Dakota State Plan, including the preparation of long-range and annual program plans; and

Evaluate vocational education programs, services and activities assisted under the Act; and

Evaluate vocational education programs, services and activities under the State Plan, and publish and distribute the results thereof; and

Prepare and submit through the State Board to the U. S. Commissioner of Education and to the National Advisory Council an annual evaluation report with appropriate -

- (1) Evaluation of the effectiveness of the vocational education -
 - (a) programs, and
 - (b) services, and
 - (c) activities carried out in the year under review in meeting the long-range program plan and the annual program plan; and

- (2) Recommend such changes in such -
 - (a) programs, and
 - (b) services, and
 - (c) activities as may be warranted by the evaluation;

Personnel on Council

The men and women on this Council are successful in their chosen occupations and certainly have their devotion to improve and strengthen vocational education for all citizens of the state. The following Council members have been certified by the Governor through June 30, 1973:

(2) were chosen because they were familiar with vocational needs and the problems of management and labor in our state

Mr. Gordon Irwin
Steiger Tractor Co., Fargo

Mr. John A. Gefroh, Jr.
Bricklayer and Pres. of Minot Central Labor Union, Minot

(1) was chosen representing the State Industrial and Economic Development Agency

Mr. Loren Stadig
Business & Industrial Development Dept., Bismarck

(1) was chosen to represent junior colleges and other institutions of higher education

Dr. John L. Rowe, Chairman
Business & Vocational Education Dept.
UND, Grand Forks

(2) were chosen to represent state and local vocational education programs

Mr. James Horton
Director of Academic Affairs
North Dakota State School of Science
Wahpeton

Mr. Leon Olson
Supt. of Schools, Williston

(1) was chosen having special knowledge and experience with respect to vocational education

U. S. Rep. Arthur Link
Rancher, McKenzie County

(2) were chosen that were familiar with programs of technical and vocational education

Mr. Frank Fischer
Supt. of Schools, Jamestown

Dr. Marlowe Johnson
Supt. of Schools, Minot

(2) were chosen that represent local education agencies

Mrs. Ray Miller
Housewife and member of Fargo Board of Education

Mr. Gene A. Davison
Rancher and member of Hettinger School Board,
Haynes

(3) were chosen representing manpower in the state

Mr. Martin Gronvold, Director
State Employment Security Bureau, Bismarck

Mr. Ralph Lange, Director
State Employment Service, Bismarck

Mr. George DeSautel
Bureau of Apprenticeship & Training, Fargo

(1) was chosen representing school systems with disadvantaged students

Mr. Robert L. Cartwright
United Tribes, Bismarck

(2) were chosen having special knowledge and experience with respect to needs of physically or mentally handicapped.

Miss Janet Smalz, Director
Special Education, Dept. of Public Instruction
Bismarck

Mr. James Fine, Director
Vocational Rehabilitation, Bismarck

(4) were chosen representing the general public and having knowledge about the poor and disadvantaged

Mr. Michael Zainhofsky, Director
State Economic Opportunity Office, Bismarck

Miss Elsie M. Olsen
Director of In-service Education
Trinity Medical Center, Minot

Mr. Treadwell Haugen
Admin. Asst., State Highway Dept., Fargo

Mr. Everette Mattson
Mgr. Farmers Union Central Exchange, Casselton

Officers and Staff of the Council - Tenure

Chairman: Mr. Arthur Link May 15, 1969 to Feb. 11, 1971
Mrs. Ray Miller Sept. 2, 1971 to present

Vice Chairman: Mr. Treadwell Haugen May 15, 1969 to Sept. 2, 1971
Mr. James Horton Sept. 2, 1971 to present

Executive Secretary: Mr. DeForest Rall July 1, 1969 to Sept. 15, 1971
Mr. Winston H. Dolve Nov. 15, 1971 to present

Office Secretary: Miss Elaine Haugland July 1, 1969 to June 1, 1970
Miss Susan Waddell June 1, 1970 to Sept. 30, 1971
Mrs. Mary Buchholz Dec. 15, 1971 to August 31, 1972
Mrs. Lorraine Reinke Sept 11, 1972 to present

State Advisory Council Operation

Appointed by the Governor
Number of members - 21
Length of term - 3 years
Can be reappointed - yes
Number of meetings - 4-5 per year
Average attendance - 16
Number of days per meeting - 1
Meetings held - during the week

Achievements and Events

1969

Establishment of N. D. State Advisory Council for Vocational Education, May 15, 1969.

Participated in the dedication ceremonies of the new vocational facilities at the Lake Region Junior College, Devils Lake. At this time the Advisory Council met jointly with the State Board for Vocational Education.

Some members of the Council helped develop the Master Plan for Vocational Education. This plan has served as a guide for enlarging vocational education opportunities for citizens in North Dakota.

1970

Some members (12) visited secondary and post-secondary vocational education facilities at Moosejaw, Saskatoon and Yorkton, Saskatchewan, Canada, for the purpose of becoming acquainted with their programs.

Conducted 1st Public Hearing Meeting on Vocational Education in Wahpeton, April 2.

Some Council members visited sites of all the comprehensive secondary and post-secondary vocational education programs in North Dakota.

* Publication of 1st Annual Evaluation Report of Vocational Education. This was made available to all schools in the state plus over 1000 other people.

1971

Conducted 2nd Public Hearing at Bismarck, Feb. 12.

* Publication of 2nd Annual Report of Vocational Education. This was made available to over 1500 people.

Development of 6 one-minute TV films used by all TV stations in the state to promote and inform concerning vocational education opportunities in North Dakota. Approximately 1/3 of the Council's annual budget was used

to finance this project. The films were produced by Bill Snyder Films, Fargo and have been well accepted by the general public. A copy of these films are available by writing to the State Department of Vocational Education, Bismarck or the State Advisory Council for Vocational Education, Fargo.

1972

Conducted 3rd Annual Public Meeting at Bismarck, February 17. Appendix B states the questions and suggestions for the improvement of Vocational Education in our state.

* Publication of 3rd Annual Report for Vocational Education. This report was made available to over 2000 people.

Plans are forthcoming for a complete evaluation of Vocational Education for 1973 in cooperation with the State Board for Vocational Education: Mr. Carroll Burchinal, State Director for Vocational Education, stated in his letter of September 27, 1972:

"Such an evaluation conducted in cooperation with our office would be very helpful in the overall improvement of vocational education. Specifically, it would:

1. help promote and assist in the identification of unmet needs.
2. help determine the quality of existing programs.
3. provide information upon which the Statewide planning of vocational-technical education programs can be based and give direction to better planning.
4. assure accountability of Federal and State funds allocated to local programs.
5. determine whether or not the goals and objectives as contained in the State Plan for Vocational Education are realistic and being accomplished.
6. provide an opportunity for a cooperative effort for the State Advisory Council and State Board for Vocational Education to obtain additional information for the required State Advisory Council Annual Evaluation Report."

A brochure is in the making that will inform the people in North Dakota about Vocational Education. This brochure will be prepared by the Council and the State Board for Vocational Education, and will be made available for distribution to the citizens of the State in January 1973.

FORUM ON VOCATIONAL EDUCATION
PUBLIC HEARING #3
Highway Department Building Auditorium
1:15 p.m. February 17, 1972

Questions and suggestions for the improvement of Vocational Education in North Dakota.

Members of the Reaction Board were:

Mrs. Ray Miller, Chairman - State Advisory Council
Sam Kessler, Chairman - State Board for Vocational Education
Carrol Burchinal - Director for Vocational Education
Larry Selland - Assistant Director for Vocational Education
James Horton, Vice chairman, State Advisory Council for Vocational Education

Mrs. Miller opened the afternoon session of the Forum on Vocational Education. Members of the reaction board were introduced and Sam Kessler made some opening remarks on the purposes of the State Board for Vocational Education. Responsibilities include administering both State and Federal funds, employing a State Staff, promoting Vocational Education on all levels, and providing Vocational Education for the small school as well as the large school.

James Horton, (Vice President of Academic Affairs, North Dakota State School of Science) made a few comments on the role of the Advisory Council. In November 1966, President Johnson identified a need for a National Vocational Advisory Council. Their first report was submitted in 1968. Since then, several Advisory Council reports have been made. The States are also required to have State Advisory Councils and purposes specified were to develop vocational programs, evaluate vocational programs, and to prepare the annual report. Two annual reports have been made thus far.

QUESTION: WHY HAS THE STATE DROPPED THE G. I. AG PROGRAM?

C. Burchinal: Not all programs of this type have been dropped. The Board recently approved one of these programs on an experimental basis. We are presently seeking priorities in determining if these programs should be funded.

N. Mayer: (Assistant Supervisor of Agriculture) At the present time there is one program of this type and there have been some requests for more programs, but no action has been taken. The program has been changed considerably since World War II. There is no funding for the education part of it now in reference to Veterans participating in this program.

C. Burchinal: Each program of this type costs from \$10,000 to \$12,000.

Recommendation: It is recommended through channels, that the State Legislature pass permissive laws that allow school districts to reorganize on an area basis in line with the 18 recommended areas in the State Plan for Vocational Education.

QUESTION: ALSO, HAS THERE BEEN ANY PROGRESS ALONG THIS LINE AT THE PRESENT TIME?

S. Kessler: There is legislation in the vocational section of our code but there are no school districts taking advantage of it at the present time.

QUESTION: WHY DON'T WE HAVE A CERTIFICATE FOR QUALIFIED VOCATIONAL TEACHERS?

L. Selland: I think we should, but it would result in doubling up of certification. Maybe we could have a certification, for example, after one year of successful teaching; or maybe even after three years of successful teaching. If the teacher wasn't doing a good job, the certificate could be withheld. This would be of service to the teacher and the school. We are interested in getting one, but we haven't been able to get the idea approved yet.

C. Burchinal: We do have a certificate and it is issued by the Department of Public Instruction upon our recommendation. Maybe the question is should the word "credential" be used?

L. Selland: A graduate from NDSU in Home Economics is automatically certified to teach Vocational Home Economics - maybe other fields should offer something similar.

QUESTION: WHY DON'T THE REIMBURSEMENT FUNDS GO TO THE AREA IN THE SCHOOL FOR WHICH THEY ARE REIMBURSED?

C. Burchinal: Reimbursements are made based on the expenditure of funds. Teachers and administrators should work together in planning the budget for each area. The money goes back to the general fund because this is where it came from. This is a local situation, many teachers are not as informed as they should be.

R. Guenthner: (SBVE Fiscal Officer) All reimbursements are run through the general fund so what happens to the money locally is the local facilities' responsibility.

J. Horton: The money that comes back on a reimbursement basis has already been included as a part of the budget so therefore you are just putting this back into the pot where you have taken it out of previously. There isn't money over and above what has been expended for Vocational Education.

R. Guenthner: The school has also paid in 50 percent or more of their monies in the area which is reimbursed.

Mrs. Lois Watts, (Home Economics Instructor, Bismarck High School) made the following recommendation: That the teachers and administrators work together so that the teachers are better informed on reimbursement policies in the local schools.

Dr. Ruud: (Professor - Chairman, Home Economics Education, NDSU) The vocational funds should be providing the extras, not what is and has been provided in the schools previous to the days of vocational funding.

S. Kessler: Yes, this is true, but vocational funding still has to be a part of the budget which is made in July for Higher Education. Each college and university has to estimate the amount of money coming in from

S. Kessler (Continued): fees, reimbursements, etc. in preparing their budget. The secondary schools also have to estimate their sources of income in preparing their budgets. If the funds are not coming in from the regular budget, they must come from elsewhere.

L. Selland: The funds do go to the area specified, and the vouchers and invoices prove that the funds have to go where the money is intended to go, whether it goes through the general fund or not does not matter.

M. Zadnhofsky: (Advisory Council Member) We have a serious problem if what is happening is that we are taking funds away from vocational areas because of Federal and State funding and placing this funding in other areas of our state colleges and universities.

C. Burchinal: Yes, it would be a problem, and in fact, it would be illegal if this is what were happening.

R. Guenthner: Without vocational funds, very few vocational programs would be in operation in North Dakota. North Dakota teachers are very interested in the money connected with their work. Administrators must work closer with the vocational teachers.

Mr. Fischer: (Superintendent, Jamestown Public Schools) There should be no problem. A proposal for salaries and equipment must be sent in to the State Office in April. This shows the salary and equipment budget for the next year. The teacher should help decide what equipment is necessary. Then the State Board approves the program application and returns it. In the spring the reimbursement forms are sent in along with the invoices. In July the proposal is taken to the school board telling them how much is coming in and the reimbursement is sent back to the school.

QUESTION: ARE YOU CUTTING DOWN THE REQUIREMENTS FOR CERTIFICATION OF VOCATIONAL INSTRUCTORS?

C. Burchinal: No, I don't think that we are. Office Education is the only area where a change in requirements has been made. For teachers who are only teaching one class in the Office Education field, there is a second category of qualifications not as rigid as those for the actual Coordinator of Office Education. This is the only area where any change has been made.

QUESTION: WHAT IS THE OUTLOOK AT THE STATE LEVEL ON ADDING NEW VOCATIONAL EDUCATION PROGRAMS IN THE COMING FEW YEARS?

S. Kessler: With inflation a major concern, even if the monies were held at the same level, the programs would have to be cut back to offer the same things we are now making available. Perhaps reassessment of the programs which are now in operation is the answer, some programs then would get more and some less than they are now receiving.

QUESTION: WILL THERE BE A LAG IN VOCATIONAL EDUCATION IN THE FUTURE BECAUSE OF THE CALIFORNIA CASE INVOLVING PROPERTY TAX AND SCHOOL FUNDING?

S. Kessler: The State is considering more money in the foundation payments for schools with vocational programs. This is still in the planning stages.

C. Burchinal: It is difficult to tell what will happen in the next 5 years. Perhaps more funds will be earmarked: for instance, now only 25 percent of the funds go to Part B funds (the regular programs) and work on a limited budget is difficult as you know. There are many unknowns involved in the future, so it is difficult to determine.

QUESTION: IS THERE ANY REASON TO BELIEVE THAT VOCATIONAL TEACHER CERTIFICATION WILL BE A UNIFIED PROCESS IN THE NEAR FUTURE?

C. Burchinal: This has been no problem in the past. Vocational certification, as well as teacher certification, has been handled through the Department of Public Instruction, which is the official teacher certification agency.

QUESTION: IS THERE A VOCATIONAL PROGRAM FOR THE HANDICAPPED AT GRAFTON STATE SCHOOL?

C. Burchinal: No, there is not a program there at present, but we are in the process of developing such a program possibly this year but no later than next year.

R. Guenthner: Recently we have been working closely with Grafton State School. We will be participating in a program with them in a short time.

Everette Mattson: (Advisory Council Member) QUESTION: ARE THERE NEW FUNDS AVAILABLE? DID COMMISSIONER MARLAND INDICATE ANY IDEA OF POSSIBLE NEW FUNDS IN HIS TALK AT AVA IN PORTLAND?

C. Burchinal: No, this was not brought out at Portland, but since then \$55 million has been allocated for Career Education. Commissioner Marland has fought any increase of Vocational Education in the past, basically because it wasn't his budget to deal with.

L. Selland: Vocational Education is a component of Career Education and thus we should have our hands in it, especially in the 11th and 12th year of school.

Dr. Ruud: A pat on the back goes out to the State Board for Vocational Education. A school in eastern North Dakota sought the help of the Minnesota State Department of Vocational Education regarding Career Education. Minnesota referred them to Bismarck who "has the best program in the U.S. right now".

RECOMMENDATION: If the program is far enough along so that you can do this, a big promotion on Career Education should be started in North Dakota.

C. Burchinal: It is better that people hear about us from people like yourself. If we tell them how good we are no one will believe us, but if you tell them it will be recognized. A recent publication states that

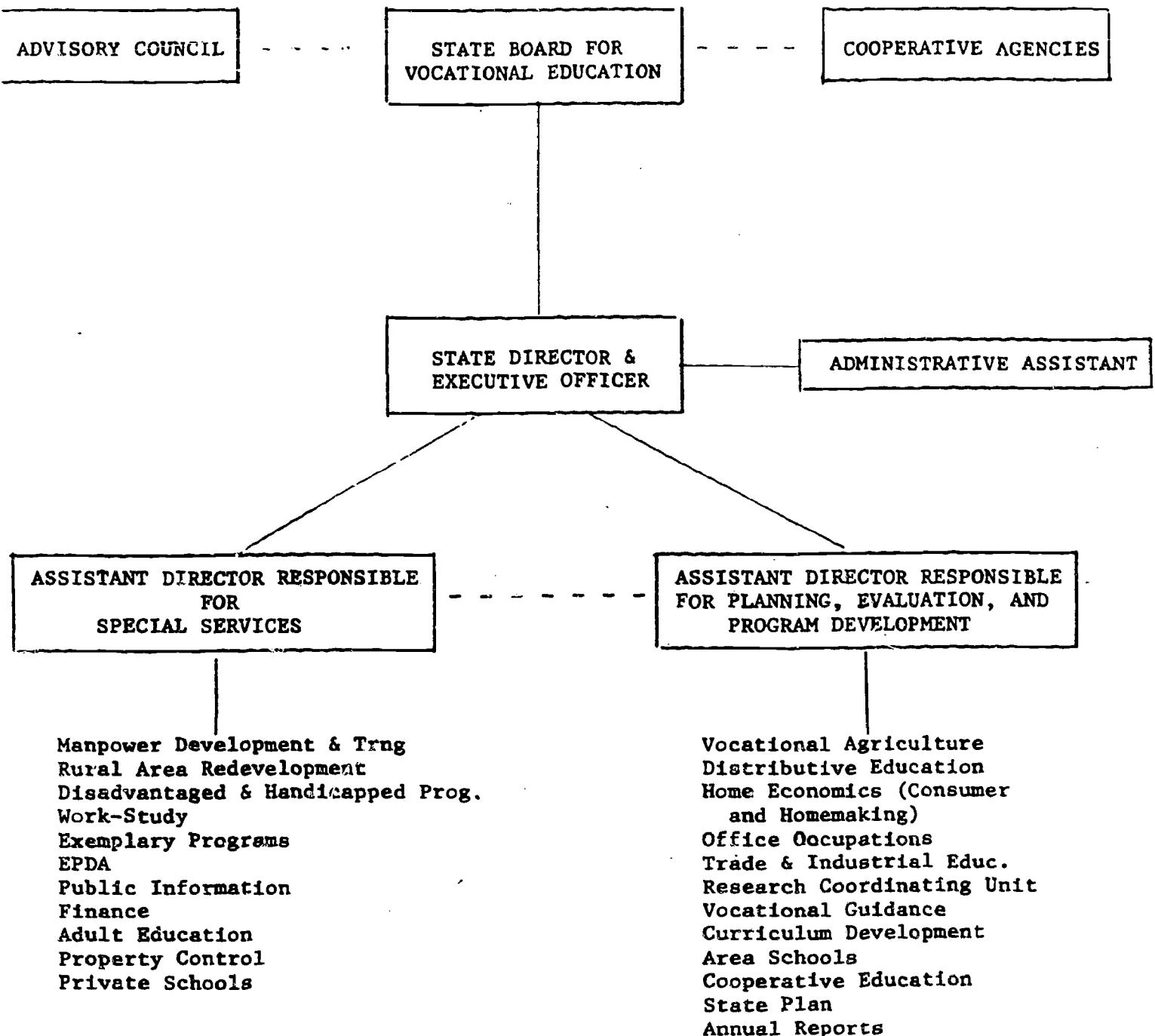
C. Burchinal (Continued): North Dakota has one of the six outstanding programs in the nation in Career Education - a fact for which we should be very proud.

L. Selland: We have a job of publicity to do, and we are going out and doing it. The secondary principals were in and we presented the materials to them. Also, we are going out to various schools to share the information with them.

Merril Berg: (President of LRJC) QUESTION: THE BOARD OF HIGHER EDUCATION USED TO CONTROL THE TWO-YEAR COLLEGES, NOW THE STATE BOARD FOR VOCATIONAL EDUCATION HAS MUCH CONTROL. WE NEED COOPERATION BETWEEN THESE TWO GROUPS. SINCE ENROLLMENT IN VOCATIONAL EDUCATION IS INCREASING IN IMPORTANCE, OUR JUNIOR COLLEGES, FOUR-YEAR COLLEGES AND UNIVERSITIES ARE VOICING INTEREST IN STARTING VOCATIONAL PROGRAMS. THE BOARD OF HIGHER EDUCATION FEELS VOCATIONAL EDUCATION HAS A DEFINITE ROLE AND WISHES TO SHARE IN THE DEVELOPMENT. COORDINATION BETWEEN THE BOARD OF HIGHER EDUCATION AND VOCATIONAL EDUCATION MUST BE PRESENT OR DUPLICATIONS WILL RESOLVE SUCH AS: MINOT STATE COLLEGE HAS A VERY EXCELLENT LAW ENFORCEMENT PROGRAM FUNDED FROM FEDERAL GRANTS AND THE STATE HIGHWAY PATROL HAS ALSO BUILT A LAW ENFORCEMENT TRAINING CENTER ADJACENT TO BISMARCK JUNIOR COLLEGE. IS THIS COORDINATION TAKING PLACE, DOES IT SEEM THAT THERE WILL BE COORDINATION, WHAT IS GOING ON?

S. Kessler: I think that there will be some duplication. All states are in this same bind. We have no power over the Board of Higher Education. We meet with them. How successful we will be in this line is hard to tell at this time.

Roger Olson: (Vocational Education Director of Fargo) SUGGESTION: For schools who don't have Vocational Education, perhaps an area vocational center could be implemented with floating teachers between schools, flexible scheduling and mobile classrooms.

DIAGRAM SHOWINGORGANIZATION OF VOCATIONAL EDUCATION FORNORTH DAKOTA

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